

Appendix 2: 3 Sections Included:

Birth to Age 5 Self-Assessment (pages 1-8), Elementary Self-Assessment (pages 9-15), Secondary Self-Assessment (pages 16-22)

Birth to Age 5 (0-5) Self Assessment

This self-assessment tool is designed to be used by early learning programs and school districts to develop a multi-tiered system-wide framework for continually improving systemic progress toward achieving identified literacy goals. On-site Leadership Implementation Teams will identify which components are currently in place and areas in which further action is needed. Review the specific actions in the second column that identify the essential components for a multi-tiered system-wide framework. Identify what is already in place, is not feasible for your circumstances, or is in need of action. Then formulate next step actions that are necessary to strengthen those processes the district or program already has in place. The phase of implementation listed in the first column identifies the phase in which that component is introduced. When a district is at the **sustaining** phase of implementation it is expected that the components introduced at the **exploring** and **implementing** phases will continue to be applied.

Leadership					
Phase	Continuous Improvement Components	Current Status			Comments/Next Steps
		Already in Place	Not Feasible/ Inappropriate	Action Needed	
Exploring	1. On-site Leadership Implementation Teams clearly define and are committed to a 3-5 year Montana Literacy Plan (MLP) through MT RTI* Framework.				
Exploring	2. On-site Leadership Implementation Teams have communicated a consistent MLP roll-out plan.				
Implementing	3. On-site Leadership Implementation Teams provide monthly public updates at board, staff, and Grade Level Teacher Team meetings on the MLP.				
Exploring	4. On-site Leadership Implementation Teams have identified 3-5 year performance targets.				
Exploring	5. On-site Leadership Implementation Teams have defined annual literacy performance targets.				
Exploring	6. On-site Leadership Implementation Teams have committed resources including positions, staff, and budget support for supplies and materials to the 3-5 year MLP.				
Exploring	7. On-site Leadership Implementation Teams allocate time for professional development and time for collaboration among staff, with a focus on literacy achievement and effective literacy instruction.				

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Birth to Age 5 Self-Assessment (pages 1-8), Elementary Self-Assessment (pages 9-15), Secondary Self-Assessment (pages 16-22)

Exploring	8. On-site Leadership Implementation Teams are established and lead by the principal and meet monthly.				
Implementing	9. LEA Principals and Head Start Directors walk-through all instructional settings weekly. These walkthroughs are both scheduled and random.				
Exploring	10. On-site Leadership Implementation Teams provide time for and facilitate collaboration among staff, with a focus on literacy achievement and effective literacy instruction.				

Standards					
Phase	Continuous Improvement Components	Current Status			Comments/Next Steps
		Already in Place	Not Feasible/ Inappropriate	Action Needed	
Exploring	1. Early learning programs and LEA evidence-based curriculum is aligned to the MT Early Learning Guidelines and the MT Standards for English Language Arts.				
Exploring	2. Evidence-based curriculum and materials support the MT Early Learning Guidelines and MT Standards for English Language Arts which includes early language and literacy development.				
Implementing	3. Educators implement culturally responsive (IEFA*) reading, writing, and communication strategies school-wide.				

Instruction and Intervention					
Phase	Continuous Improvement Components	Current Status			Comments/Next Steps
		Already in Place	Not Feasible/ Inappropriate	Action Needed	
Exploring	1. Early learning programs and LEAs utilize language and early literacy programs and evidence-based strategies that include the six early language and literacy components*.				
Exploring	2. Educators have the necessary instructional materials to teach the early learning programs.				
Exploring	3. Educators will utilize a multi-tiered system of support to maintain high achievement expectations for all students through evidence-based core instruction.				
Exploring	4. Educators will utilize a multi-tiered system of support within				

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Birth to Age 5 Self-Assessment (pages 1-8), Elementary Self-Assessment (pages 9-15), Secondary Self-Assessment (pages 16-22)

	small groups to differentiate instruction for application of skills, reteaching, additional practice or challenge activities.				
Exploring	5. Early learning programs and LEAs develop processes that utilize evidence-based intervention instruction.				
Exploring	6. Educators have the necessary instructional materials for evidence-based intervention instruction.				
Exploring	7. Time has been allocated to provide early literacy instruction and evidence-based intervention instruction.				
Exploring	8. Educators embed explicit language, literacy, and phonemic awareness instruction in conjunction with authentic playful experiences with literature.				
Implementing	9. Educators apply developmentally appropriate early literacy skills throughout the day across all content areas.				
Implementing	10. Educators teach students that print has a purpose and provides meaning. Staff encourages and provides feedback to students throughout the sequence of writing stages.				
Implementing	11. Educators allocate time for students to draw and write about stories read as well as everyday experiences.				
Sustaining	12. Educators guide students' use of technology as a component of effective early literacy instruction.				

Appendix 2: 3 Sections Included:

Birth to Age 5 Self-Assessment (pages 1-8), Elementary Self-Assessment (pages 9-15), Secondary Self-Assessment (pages 16-22)

Assessment and Data-based Decision Making					
Phase	Continuous Improvement Components	Current Status			Comments/Next Steps
		Already in Place	Not Feasible/ Inappropriate	Action Needed	
Exploring	1. An annual assessment plan has been developed and assessment procedures are clearly in place for the four assessment types.*				
Exploring	2. A universal screening system is in place to measure and monitor student progress and is shared among staff in a timely manner.				
Implementing	3. Multiple assessment measures are used to monitor and modify instruction in order to meet student needs as identified by the four assessment types*.				
Implementing	4. Early learning programs and LEAs have a specific plan for improving scores for disadvantaged students.				
Implementing	5. Staff member(s) have been identified for collecting and disseminating data to educators in a timely manner.				
Implementing	6. Progress monitoring is systematic, documented, and shared with educators in a timely manner.				
Implementing	7. Diagnostic procedures are systematic, documented, and shared with educators in a timely manner.				
Exploring	8. A school data collection system is in place and technology support is available.				
Exploring	9. On-site Leadership Implementation Teams and Grade Level Teacher Teams are established and meet at least twice a month.				
Implementing	10. Fidelity of assessment administration is regularly verified.				
Implementing	11. Individual student data is routinely reexamined to ensure disadvantaged students are making adequate progress.				

Appendix 2: 3 Sections Included:

Birth to Age 5 Self-Assessment (pages 1-8), Elementary Self-Assessment (pages 9-15), Secondary Self-Assessment (pages 16-22)

Professional Development					
Phase	Continuous Improvement Components	Current Status			Comments/Next Steps
		Already in Place	Not Feasible/ Inappropriate	Action Needed	
Exploring	1. On-site Leadership Implementation Teams prepare and communicate with all educators on an annual MLP professional development plan.				
Exploring	2. Early learning programs and LEAs allocate both funding and time for professional development opportunities to allow Grade Level Teacher Teams and educators to continually improve.				
Implementing	3. Professional development is based on student needs and goals as evidenced by student data.				
Exploring	4. Educators have received adequate professional development on the evidence-based programs for teaching literacy.				
Exploring	5. On-site Leadership Implementation Teams and educators have received professional development on the four assessment types* and assessment procedures.				
Exploring	6. On-site Leadership Implementation Teams and educators have received professional development on the six early language and literacy components.*				
Implementing	7. Educators understand the developmental progression of early language and literacy development.				
Sustaining	8. Systems are in place for providing professional development for new staff with regard to the MLP.				
Implementing	9. Educators have access to systems of support including observations, coaching, mentoring, and problem-solving.				
Sustaining	10. Professional development facilitates the integration of most recent early language and literacy development research into the current teaching practices.				
Implementing	11. Educators receive Positive Behavior Support professional development that includes classroom management and engagement strategies.				

Appendix 2: 3 Sections Included:

Birth to Age 5 Self-Assessment (pages 1-8), Elementary Self-Assessment (pages 9-15), Secondary Self-Assessment (pages 16-22)

System-wide Commitment					
Phase	Continuous Improvement Components	Current Status			Comments/Next Steps
		Already in Place	Not Feasible/ Inappropriate	Action Needed	
Exploring	1. Early learning programs and LEAs utilize clear continuous improvement cycle to assess progress toward the literacy performance targets set in the MLP and the LEA's Action Plans.				
Exploring	2. Educators, unions, and other community partners understand and are committed to the MLP.				
Exploring	3. A multi-tiered system of support provides guidance for delivering comprehensive, effective evidence-based literacy instruction and assessment procedures for all students.				
Implementing	4. Early learning programs and LEAs facilitate collaboration among all educators across levels.				
Implementing	5. On-site Leadership Implementation Teams and educators utilize data from the four assessment types* to make informed decisions to support the implementation of the MLP.				
Sustaining	6. Early learning programs and LEAs utilize communication procedures to ensure fluid transitions from class-to-class, grade-to-grade, and school-to-school.				
Implementing	7. Existing complementary initiatives are integrated into the MLP such as MBI* and RTI* and conflicting initiatives have been extinguished.				

Appendix 2: 3 Sections Included:

Birth to Age 5 Self-Assessment (pages 1-8), Elementary Self-Assessment (pages 9-15), Secondary Self-Assessment (pages 16-22)

Community and Family Involvement					
Phase	Continuous Improvement Components	Current Status			Comments/Next Steps
		Already in Place	Not Feasible/ Inappropriate	Action Needed	
Exploring	1. As beneficiaries of a literate, society educators, parents, community organizations, businesses, and post-secondary education are recognized as community partners in early language and literacy development of children.				
Exploring	2. Early learning programs and LEAs understand the importance of school, family, and community partnerships and nurture reciprocal relationships with families.				
Implementing	3. Early learning programs and LEAs have systems in place for helping families support children's learning at home.				
Implementing	4. Early learning programs and LEAs have systems in place for effectively communicating with families in various and meaningful ways.				
Implementing	5. Parents are involved in the problem-solving processes.				
Implementing	6. Early learning programs and LEAs sponsor and promote literacy activities and events.				
Implementing	7. Early learning programs and LEAs collaborate with each other and families to ensure smooth transitions from early learning programs to kindergarten.				
Exploring	8. Early learning programs and LEAs ensure families and children have opportunities to demonstrate their abilities, skills, and knowledge in any language including their home language.				
Sustaining	9. Early learning programs and LEAs establish and maintain both formal and informal literacy processes in partnership with families and the private and public sector to provide support to students' early language and literacy development and school readiness.				
Sustaining	10. Early learning programs and LEAs recognize parents, community tutoring programs, and volunteers as resources to assist students in acquiring early literacy skills.				

*Notes:

Appendix 2: 3 Sections Included:

Birth to Age 5 Self-Assessment (pages 1-8), Elementary Self-Assessment (pages 9-15), Secondary Self-Assessment (pages 16-22)

IEFA- Indian Education for All

MLP-Montana Literacy Plan

SRB- Scientifically Research-Based

Six Early Language and Literacy Components- Oral language/vocabulary development (listening and speaking), phonological awareness, alphabet knowledge, print awareness and book knowledge, listening comprehension, and emergent writing skills.

Four Assessment Types- screening, progress monitoring, diagnostic, and outcome

In this document Educator is defined as anyone who is providing instruction. This may include teachers, specialists, paraeducators, administrators, etc.

RTI-Response to Intervention

MBI- Montana Behavioral Initiative

Appendix 2: 3 Sections Included:

Birth to Age 5 Self-Assessment (pages 1-8), Elementary Self-Assessment (pages 9-15), Secondary Self-Assessment (pages 16-22)

Elementary (K-5) Self-Assessment

This self-assessment tool is designed to be used by school districts to develop a multi-tiered system-wide framework for continually improving systemic progress toward achieving identified literacy goals. On-site Leadership Implementation Teams will identify which components are currently in place and areas in which further action is needed. Review the specific actions in the second column that identify the essential components for a multi-tiered system-wide framework. Identify what is already in place, is not feasible for your circumstances, or is in need of action. Then formulate next step actions that are necessary to strengthen those processes your district or program already has in place. The phase of implementation listed in the first column identifies the phase in which that component is introduced. When a district is at the **sustaining** phase of implementation it is expected that the components introduced at the **exploring** and **implementing** phases will continue to be applied.

Leadership					
Phase	Continuous Improvement Components	Current Status			Comments/Next Steps
		Already in Place	Not Feasible/ Inappropriate	Action Needed	
Exploring	1. On-site Leadership Implementation Teams clearly define and are committed to a 3-5 year Montana Literacy Plan (MLP) through MT RTI* Framework.				
Exploring	2. On-site Leadership Implementation Teams have communicated a consistent MLP roll-out plan.				
Implementing	3. On-site Leadership Implementation Teams provide monthly public updates at board, staff, and Grade Level Teacher Team meetings on the MLP.				
Exploring	4. On-site Leadership Implementation Teams have identified 3-5 year performance targets.				
Exploring	5. On-site Leadership Implementation Teams have defined annual literacy performance targets.				
Exploring	6. On-site Leadership Implementation Teams have committed resources including positions, staff, and budget support for supplies and materials to the 3-5 year MLP.				
Exploring	7. On-site Leadership Implementation Teams allocate time for professional development and time for collaboration among staff, with a focus on literacy achievement and effective literacy instruction.				

Appendix 2: 3 Sections Included:

Birth to Age 5 Self-Assessment (pages 1-8), Elementary Self-Assessment (pages 9-15), Secondary Self-Assessment (pages 16-22)

Exploring	8. On-site Leadership Implementation Teams are established and lead by the principal and meet monthly.				
Implementing	9. LEA Principals walkthrough all instructional settings weekly. These walkthroughs are both scheduled and random.				
Implementing	10. On-site Leadership Implementation Teams share knowledge and materials to enhance others' understanding of effective literacy instruction and embed culturally competent instruction (IEFA*).				
Exploring	11. On-site Leadership Implementation Teams provide time for and facilitate collaboration among staff, with a focus on literacy achievement and effective literacy instruction..				

Standards					
Phase	Continuous Improvement Components	Current Status			Comments/Next Steps
		Already in Place	Not Feasible/ Inappropriate	Action Needed	
Exploring	1. LEAs will align their curriculum to the MT Standards for English Language Arts.				
Exploring	2. LEAs will align their curriculum and the five components of reading*.				
Implementing	3. Educators implement culturally responsive (IEFA*) reading, writing, and communication strategies school-wide.				

Instruction and Intervention					
Phase	Continuous Improvement Components	Current Status			Comments/Next Steps
		Already in Place	Not Feasible/ Inappropriate	Action Needed	
Exploring	1. LEAs core reading program is SRB* and includes the five components of reading*.				
Exploring	2. Educators have the necessary instructional materials for core reading program instruction.				
Exploring	3. Educators will utilize a multi-tiered system of support to maintain high achievement expectations for all students through evidence-based core instruction.				

Appendix 2: 3 Sections Included:

Birth to Age 5 Self-Assessment (pages 1-8), Elementary Self-Assessment (pages 9-15), Secondary Self-Assessment (pages 16-22)

Exploring	4. Educators adjust instruction and student placement based on progress monitoring assessment data and all formative and summative data.				
Exploring	5. LEAs utilize SRB* intervention program(s) and align the five components of reading* addressed in each of them.				
Exploring	6. Educators have the necessary instructional materials for the intervention program(s).				
Exploring	7. Time has been allocated to provide instruction of both the core program as well as the intervention program(s).				
Implementing	8. Educators embed explicit literacy instruction across the curriculum.				
Implementing	9. Educators apply literacy skills throughout the day across all content areas.				
Implementing	10. Educators allocate time for students to write about the texts they read.				
Implementing	11. Educators teach students the writing skills and processes that go into creating text.				
Sustaining	12. Educators guide students' use of technology as a component of literacy instruction.				

Assessment and Data-based Decision Making					
Phase	Continuous Improvement Components	Current Status			Comments/Next Steps
		Already in Place	Not Feasible/ Inappropriate	Action Needed	
Exploring	1. An annual assessment plan has been developed and assessment procedures are clearly in place (when, where, who) for the four assessment types.*				
Exploring	2. A universal screening system is in place to measure and monitor student progress and is shared among staff in a timely manner.				
Implementing	3. Multiple assessment measures are used to monitor and modify instruction in order to meet student needs through the use of the four assessment types. *				
Implementing	4. LEAs utilize state testing data to determine the factors for low performance in subgroups that may be contributing to failure to				

Appendix 2: 3 Sections Included:

Birth to Age 5 Self-Assessment (pages 1-8), Elementary Self-Assessment (pages 9-15), Secondary Self-Assessment (pages 16-22)

	meet AYP.				
Implementing	5. LEAs have a specific plan for improving scores for disadvantaged groups.				
Implementing	6. Staff member(s) have been identified for collecting and disseminating data to educators in a timely manner.				
Implementing	7. Progress monitoring is systematic, documented, and shared among staff.				
Implementing	8. Diagnostic procedures are systematic, documented, and shared quickly with educators who are working with the individual students.				
Exploring	9. School data collection system is in place and technology support is available at district/school level.				
Exploring	10. A data analysis team is established and meets twice a month.				
Implementing	11. Fidelity of assessment administration is regularly verified (checklists, outside observations, random checks).				
Implementing	12. Individual student data is routinely re-examined to ensure disadvantaged students are making adequate progress.				

Professional Development					
Phase	Continuous Improvement Components	Current Status			Comments/Next Steps
		Already in Place	Not Feasible/ Inappropriate	Action Needed	
Exploring	1. On-site Leadership Implementation Teams prepare and communicate with all educators on an annual MLP professional development plan.				
Exploring	2. LEAs allocate both funding and time for professional development opportunities to allow Grade Level Teacher Teams and Educators to continually improve.				
Implementing	3. Professional development is based on the student needs and goals as evidenced by student data.				
Exploring	4. Educators have received adequate professional development on the programs they are expected to teach.				
Exploring	5. On-site Leadership Implementation Teams and educators have received professional development on all assessments and				

Appendix 2: 3 Sections Included:

Birth to Age 5 Self-Assessment (pages 1-8), Elementary Self-Assessment (pages 9-15), Secondary Self-Assessment (pages 16-22)

	assessment procedures (who, where, when, and administration/scoring practice).				
Exploring	6. On-site Leadership Implementation Teams and educators have received professional development on the five components of reading*.				
Implementing	7. Educators understand the developmental progression of reading K-12 (understanding the difference of teaching “learning to read” and teaching “reading to learn”).				
Sustaining	8. Systems are in place for providing professional development for new staff with regard to the MLP.				
Implementing	9. Educators have access to systems of support (e.g., observations, coaching, mentoring, and problem-solving).				
Sustaining	10. Professional development facilitates the integration of most recent reading/literacy research into the current teaching practices.				
Implementing	11. Educators receive Positive Behavior Support professional development that includes classroom management and engagement strategies.				

System-wide Commitment					
Phase	Continuous Improvement Components	Current Status			Comments/Next Steps
		Already in Place	Not Feasible/ Inappropriate	Action Needed	
Exploring	1. LEAs have a clear continuous improvement cycle and assess annual progress toward achievement of the LEA’s literacy goals.				
Exploring	2. Educators, unions, and other community partners understand and are committed to the MLP.				
Exploring	3. A multi-tiered system of support provides guidance for delivering comprehensive, effective literacy instruction and assessment procedures for all students.				
Implementing	4. LEAs facilitate collaboration among all educators at all grade levels.				
Implementing	5. On-site Leadership Implementation Teams and educators analyze results from state, district, and school reading assessments to make informed district-wide decisions based on				

Appendix 2: 3 Sections Included:

Birth to Age 5 Self-Assessment (pages 1-8), Elementary Self-Assessment (pages 9-15), Secondary Self-Assessment (pages 16-22)

	needs for improvement.				
Sustaining	6. LEAs align other area programs/schools to provide fluid transitions from class-to-class, grade-to-grade, and school-to-school.				
Implementing	7. Existing complementary initiatives are integrated into the MLP such as MBI* and RTI* and conflicting initiatives have been extinguished.				

Community and Family Involvement					
Phase	Continuous Improvement Components	Current Status			Comments/Next Steps
		Already in Place	Not Feasible/ Inappropriate	Action Needed	
Exploring	1. As beneficiaries of a literate society, educators, parents, community organizations, businesses, and post-secondary education are recognized as community partners in the literacy development of children.				
Exploring	2. LEAs understand the importance of school/family/community partnerships and develop reciprocal relationships with families.				
Implementing	3. LEAs have a system in place for helping families support children's learning at home.				
Implementing	4. LEAs have a system in place for effectively communicating with families in various and meaningful ways.				
Implementing	5. Parents and/or students are involved in the problem-solving processes.				
Implementing	6. LEAs sponsor and promote literacy activities and events.				
Implementing	7. Early learning programs and LEAs collaborate with each other and families to ensure smooth transitions from early education to kindergarten and from elementary to middle school.				
Exploring	8. LEAs ensure families and children have opportunities to demonstrate their abilities, skills, and knowledge in any language including their home language.				
Sustaining	9. LEAs establish and maintain both formal and informal literacy partnerships with families and the private and public sector to provide support to students' development and career/college readiness.				

Appendix 2: 3 Sections Included:

Birth to Age 5 Self-Assessment (pages 1-8), Elementary Self-Assessment (pages 9-15), Secondary Self-Assessment (pages 16-22)

Sustaining	10. LEAs recognize parent, community tutoring programs, and volunteers as resources to assist students in acquiring literacy skills.				
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*Notes:

IEFA- Indian Education for All

SRB- Scientifically Research-Based

MLP- Montana Literacy Plan

Five Components of Reading- phonemic awareness, phonics, fluency, vocabulary, and comprehension

Four Assessment Types- screening, progress monitoring, diagnostic, and outcome

In this document Educator is defined as anyone who is providing instruction. This may include teachers, specialists, para-educators, administrators, etc.

MBI- Montana Behavioral Initiative

RTI- Response to Intervention

Appendix 2: 3 Sections Included:

Birth to Age 5 Self-Assessment (pages 1-8), Elementary Self-Assessment (pages 9-15), Secondary Self-Assessment (pages 16-22)

Secondary (6-12) Self-Assessment

This self-assessment tool is designed to be used by school districts to develop a multi-tiered system-wide framework for continually improving systemic progress toward achieving identified literacy goals. On-site Leadership Implementation Teams will identify which components are currently in place and areas in which further action is needed. Review the specific actions in the second column that identify the essential components for a multi-tiered system-wide framework. Identify what is already in place, is not feasible for your circumstances, or is in need of action. Then formulate next step actions that are necessary to strengthen those processes your district or program already has in place. The phase of implementation listed in the first column identifies the phase in which that component is introduced. When a district is at the **sustaining** phase of implementation it is expected that the components introduced at the **exploring** and **implementing** phases will continue to be applied.

Leadership					
Phase	Continuous Improvement Components	Current Status			Comments/Next Steps
		Already in Place	Not Feasible/ Inappropriate	Action Needed	
Exploring	1. On-site Leadership Implementation Teams clearly define and are committed to a 3-5 year Montana Literacy Plan (MLP) through MT RTI* Framework.				
Exploring	2. On-site Leadership Implementation Teams have communicated a consistent MLP roll-out plan.				
Implementing	3. On-site Leadership Implementation Teams provide monthly public updates at board, staff, and Grade Level Teacher Team meetings on the MLP.				
Exploring	4. On-site Leadership Implementation Teams have identified 3-5 year performance targets.				
Exploring	5. On-site Leadership Implementation Teams have defined annual literacy performance targets.				
Exploring	6. On-site Leadership Implementation Teams have committed resources including positions, staff, and budget support for supplies and materials to the 3-5 year MLP.				
Exploring	7. On-site Leadership Implementation Teams allocate time for professional development and time for collaboration among staff, with a focus on literacy achievement and effective literacy instruction.				

Appendix 2: 3 Sections Included:

Birth to Age 5 Self-Assessment (pages 1-8), Elementary Self-Assessment (pages 9-15), Secondary Self-Assessment (pages 16-22)

Exploring	8. On-site Leadership Implementation Teams are established and lead by the principal and meet monthly.				
Implementing	9. LEA Principals walkthrough all instructional settings weekly. These walkthroughs are both scheduled and random.				
Implementing	10. On-site Leadership Implementation Teams share knowledge and materials to enhance others' understanding of effective literacy instruction and embed culturally competent instruction (IEFA*).				
Exploring	11. On-site Leadership Implementation Teams provide time for and facilitate collaboration among staff, with a focus on literacy achievement and effective literacy instruction.				

Standards					
Phase	Continuous Improvement Components	Current Status			Comments/Next Steps
		Already in Place	Not Feasible/ Inappropriate	Action Needed	
Exploring	1. LEAs will align their curriculum to the MT Standards for English Language Arts.				
Exploring	2. LEAs will align their curriculum and the nine key elements* of adolescent literacy instruction.				
Implementing	3. Educators implement culturally responsive (IEFA*) reading, writing, and communication strategies school-wide.				

Instruction and Intervention-					
Phase	Continuous Improvement Components	Current Status			Comments/Next Steps
		Already in Place	Not Feasible/ Inappropriate	Action Needed	
Exploring	1. LEAs utilizes SRB* programs and strategies in Communication Arts and English classes.				
Exploring	2. Educators have the necessary instructional materials for their Communication Arts classes and English classes.				
Exploring	3. Educators will utilize a multi-tiered system of support to maintain high achievement expectations for all students through evidence-based core instruction.				

Appendix 2: 3 Sections Included:

Birth to Age 5 Self-Assessment (pages 1-8), Elementary Self-Assessment (pages 9-15), Secondary Self-Assessment (pages 16-22)

Exploring	4. Educators adjust instruction and student placement based on progress monitoring assessment data and all formative and summative data.				
Exploring	5. LEAs utilize evidenced-based intervention program(s) and align the components of reading* addressed in each of them.				
Exploring	6. Educators will have the necessary instructional materials for the intervention program(s).				
Exploring	7. Time has been allocated to provide instruction of both the Communication Arts/English classes as well as the intervention program(s).				
Implementing	8. Educators embed explicit literacy instruction across the curriculum.				
Implementing	9. Educators apply literacy skills throughout the day across all content areas.				
Implementing	10. Educators allocate time for students to write about the texts they read.				
Implementing	11. Educators teach students the writing skills and processes that go into creating text.				
Sustaining	12. Educators guide students' use of technology as a component of literacy instruction.				

Assessment and Data-based Decision Making					
Phase	Continuous Improvement Components	Current Status			Comments/Next Steps
		Already in Place	Not Feasible/ Inappropriate	Action Needed	
Exploring	1. An annual assessment plan has been developed and assessment procedures are clearly in place (when, where, who) for the four assessment types.*				
Exploring	2. A universal screening system is in place to measure and monitor student progress and is shared among staff in a timely manner.				
Implementing	3. Multiple assessment measures are used to monitor and modify instruction in order to meet student needs through the use of the four assessment types. *				
Implementing	4. LEAs utilize state testing data to determine the factors for				

Appendix 2: 3 Sections Included:

Birth to Age 5 Self-Assessment (pages 1-8), Elementary Self-Assessment (pages 9-15), Secondary Self-Assessment (pages 16-22)

	low performance in subgroups that may be contributing to failure to meet AYP.				
Implementing	5. LEAs have a specific plan for improving scores for disadvantaged groups.				
Implementing	6. Staff member(s) have been identified for collecting and disseminating data to educators in a timely manner.				
Implementing	7. Progress monitoring is systematic, documented, and shared among staff.				
Implementing	8. Diagnostic procedures are systematic, documented, and shared quickly with educators who are working with the individual students.				
Exploring	9. School data collection system is in place and technology support is available at district/school level.				
Exploring	10. A data analysis team is established and meets twice a month.				
Implementing	11. Fidelity of assessment administration is regularly verified (checklists, outside observations, random checks).				
Implementing	12. Individual student data is routinely re-examined to ensure disadvantaged students are making adequate progress.				

Professional Development					
Phase	Continuous Improvement Components	Current Status			Comments/Next Steps
		Already in Place	Not Feasible/ Inappropriate	Action Needed	
Exploring	1. On-site Leadership Implementation Teams prepare and communicate with all educators on an annual MLP professional development plan.				
Exploring	2. LEAs allocate both funding and time for professional development opportunities to allow Grade Level Teacher Teams and Educators to continually improve.				
Implementing	3. Professional development is based on the student needs and goals as evidenced by student data.				
Exploring	4. Educators have received adequate professional development on the programs they are expected to teach.				
Exploring	5. On-site Leadership Implementation Teams and educators				

Appendix 2: 3 Sections Included:

Birth to Age 5 Self-Assessment (pages 1-8), Elementary Self-Assessment (pages 9-15), Secondary Self-Assessment (pages 16-22)

	have received professional development on all assessments and assessment procedures (who, where, when, and administration/scoring practices).				
Exploring	6. On-site Leadership Implementation Teams and educators have received professional development on the six variables representing early literacy* and the five components of reading*.				
Implementing	7. Educators understand the developmental progression of reading K-12 (understanding the difference of teaching “learning to read” and teaching “reading to learn”).				
Sustaining	8. Systems are in place for providing professional development for new staff with regard to the MLP.				
Implementing	9. Educators have access to systems of support (e.g., observations, coaching, mentoring, and problem-solving).				
Sustaining	10. Professional development facilitates the integration of the most recent reading/literacy research into the current teaching practices.				
Implementing	11. Educators receive Positive Behavior Support professional development that includes classroom management and engagement strategies.				

System-wide Commitment					
Phase	Continuous Improvement Components	Current Status			Comments/Next Steps
		Already in Place	Not Feasible/ Inappropriate	Action Needed	
Exploring	1. LEAs have a clear continuous improvement cycle and assess annual progress toward achievement of the LEA’s literacy goals.				
Exploring	2. Educators, unions, and other community partners understand and are committed to the MLP.				
Exploring	3. A multi-tiered system of support provides guidance for delivering comprehensive, effective literacy instruction and assessment procedures for all students.				
Implementing	4. LEAs facilitate collaboration among all educators at all grade levels.				

Appendix 2: 3 Sections Included:

Birth to Age 5 Self-Assessment (pages 1-8), Elementary Self-Assessment (pages 9-15), Secondary Self-Assessment (pages 16-22)

Implementing	5. Leadership and educators analyze results from state, district, and school reading assessments to make informed district-wide decisions based on needs for improvement.				
Sustaining	6. LEAs align other area programs/schools to provide fluid transitions from class-to-class, grade-to-grade, and school-to-school.				
Implementing	7. Existing complementary initiatives are integrated into the MLP such as MBI and RTI and conflicting initiatives have been extinguished.				

Community and Family Involvement					
Phase	Continuous Improvement Components	Current Status			Comments/Next Steps
		Already in Place	Not Feasible/ Inappropriate	Action Needed	
Exploring	1. As beneficiaries of a literate society, educators, parents, community organizations, businesses, and post-secondary education are recognized as stakeholders in the literacy development of children.				
Exploring	2. LEAs understand the importance of school/family/community partnerships and develop reciprocal relationships with families.				
Implementing	3. LEAs have a system in place for helping families support children's learning at home.				
Implementing	4. LEAs have a system in place for effectively communicating with families in various and meaningful ways.				
Implementing	5. Parents and/or students are involved in the problem-solving processes.				
Implementing	6. LEAs sponsor and promote literacy activities and events.				
Implementing	7. LEAs collaborate with each other and families to ensure smooth transitions from middle school to high school and from high school to post secondary education.				
Exploring	8. LEAs ensure families and children have opportunities to demonstrate their abilities, skills, and knowledge in any language including their home language.				
Sustaining	9. LEAs establish and maintain both formal and informal				

Appendix 2: 3 Sections Included:

Birth to Age 5 Self-Assessment (pages 1-8), Elementary Self-Assessment (pages 9-15), Secondary Self-Assessment (pages 16-22)

	literacy partnerships with families and the private and public sector to provide support to students' development and career/college readiness.				
Sustaining	10. LEAs recognize parent, community tutoring programs, and volunteers as resources to assist students in acquiring literacy skills.				

*Notes:

MLP- Montana Literacy Plan

IEFA- Indian Education for All

SRB- Scientifically Research-Based

Early language and literacy instruction- consists of oral language/vocabulary development (listening and speaking), phonological awareness, alphabet knowledge, print awareness and book knowledge, listening comprehension, and emergent writing skills

Five Components of Reading- phonemic awareness, phonics, fluency, vocabulary, and comprehension

Nine Key Elements of Adolescent Literacy Instruction-direct, explicit comprehension instruction, effective instructional principles embedded in content, motivation and self-directed learning, text-based collaborative learning, strategic tutoring, diverse texts, intensive writing, technology component, ongoing formative assessment of students.

Four Assessment Types- screening, progress monitoring, diagnostic, and outcome

In this document Educator is defined as anyone who is providing instruction. This may include teachers, specialists, para-educators, administrators, etc...

MBI-Montana Behavioral Initiative

RTI- Response to Intervention